

**THE RELEVANCE ANALYSIS OF “THINK GLOBALLY ACT
LOCALLY” BOOK TO 2013 ENGLISH CURRICULUM AND
BLOOM’S TAXONOMY**

THESIS



**BY:
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
1438 H / 2017 M**

**THE RELEVANCE ANALYSIS OF “THINK GLOBALLY ACT
LOCALLY” BOOK TO 2013 ENGLISH CURRICULUM AND
BLOOM’S TAXONOMY**

THESIS

*Presented to
State Islamic Institute Palangka Raya in Partial Fulfillment of the
Requirements for the Degree of Sarjana in English Language Education*



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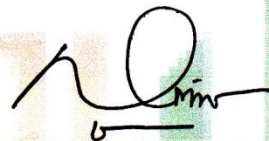
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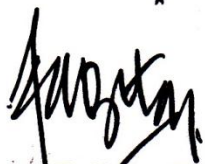
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Sarjana Pendidikan in the Study Program of English Education of Language
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Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Palangka Raya Terima kasih
atas perhatian Bapak/Ibu.

Wassalamualaikum Warahmatullahi Wabarakaatuh

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MOTTO AND DEDICATION

“Surely, with hardship comes ease. Verily, with every difficulty there is relief”

- Maka, sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan -

(Q.S. Al-Insyirah: 5-6)

This Thesis is dedicated to:

My beloved Mother, Siti Aisah.

My beloved Father, Heriyadi.

My beloved Brother, Sohibul Munir.

Thanks for your love, praying, motivations, and material in finishing the study. You are my processing control to break out the spirit and my dream.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faith Fully

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ABSTRACT

Heriati, Ratih. 2017. *The Analysis of Think Globally Act Locally's Book And Its Relevance To 2013 English Curriculum*. Thesis. Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institut of Palangka Raya. Advisor (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Keywords: analysis, relevance, materials, student book, think globally act locally, 2013 curriculum

Textbook is one of the learning materials that can be used by teacher and students in order to help the teaching and learning process in the classroom. Textbook must be in line with the components stated in curriculum. An analysis to a textbook is needed, moreover after the new curriculum was launched. The object of the study is student english textbook entitled "Think Globally Act Locally" published by the Ministry of Education and Culture Indonesia. This study was designed in descriptive qualitative research because the object of the study was a documented book. Moreover, as the data was in the form of words and documents, so the data were analysed qualitatively. The researcher also conducted the analysis of textbook based on theory of Bloom's Taxonomy Level which has three Domain and applied in 2013 curriculum in order to more focus on it relevancy with materials in the textbook. The instrument used to collect the data is observation in the form of checklists. Based on the background of the case above, this study is conducted: 1) to analyze the relevance of the materials with the cognitive aspects which are contained in the 2013 English Curriculum competence. 2) to analyze the relevance of the materials with the psychomotor aspects which are contained in the 2013 English Curriculum competence.

The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 25 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 12 %, and 4 materials which are irrelevant or about 16 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 33 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 9.0%, and 4 materials which are irrelevant or about 12%. Then, according the result of the study the researcher concluded that both cognitive and psychomotor almost has the same conformity category "**Fair**" of relevance materials because these domain are connected each other in teaching and learning process. However, according to the result of analysis textbook based on Taxonomy Bloom, it is shown that both the activity of Cognitive and Psychomotor Domain Levels are less its relevance to as two of three aspects of 2013 curriculum in the textbook because most of materials in the textbook not required the level analysis in Bloom's Taxonomy. Thus, it can be concluded that the materials in this textbook materials are enough relevant with 2013 curriculum, but the materials are still applied the low level in *Thinking Order Skills* of the cognitive and the psychomotor aspects.

ABSTRAK

Heriati, Ratih. 2017. *Analisis Buku Think Globally Act Locally dan Kesesuaiannya dengan Kurikulum Bahasa Inggris 2013*. Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: analisis, kesesuaian, materi, buku siswa, think globally act locally, kurikulum 2013

Buku teks adalah salah satu materi pembelajaran yang dapat digunakan oleh guru dan siswa untuk membantu dalam kegiatan belajar dan mengajar di kelas. Buku teks harus memiliki komponen-komponen yang tercantum dalam kurikulum. Analisis untuk buku teks sangat diperlukan, apalagi setelah penggunaan kurikulum terbaru. Penelitian ini disusun menggunakan dengan penelitian kualitatif karena objek penelitiannya ialah buku dokumentasi. Maka dari itu, data yang dihasilkan dalam bentuk kata dan dokumentasi. Jadi, data yang di analisis secara kualitatif. Penulis juga melakukan analisis terhadap buku berdasarkan teori Taxonomy Bloom yang memiliki tiga aspek skill yang di terapkan di Kurikulum 2013 agar lebih penelitian ini lebih fokus dalam memeliti kesesuaiannya terhadap kurikulum. Instrument yang digunakan untuk mengumpulkan data ialah observasi dalam bentuk checklist. Berdasarkan latar belakang tersebut, penelitian ini menyusun: 1) Menganalisis kesesuaian materi dengan aspek kognitif yang terdapat di kompetensi dasar kurikulum 2013; 2) menganalisis kesesuaian materi dengan aspek psikomotor yang terdapat di kompetensi dasar kurikulum 2013.

Hasil dari penelitian menunjukkan bahwa kesesuaian materi di dalam buku teks baik dalam segi kognitif dan psikomotor. Ada 25 materi yang sesuai sekitar 72%, 3 materi bersifat sebagian sesuai sekitar 12%, dan 4 materi tidak sesuai sekitar 16%. Sementara itu, dalam hal kesesuaian materi buku teks dengan psikomotor, ada 33 materi yang sesuai sekitar 72.72 %, 3 materi bersifat sebagian sesuai sekitar 9.09%, dan 4 materi tidak sesuai sekitar 12.12%. kemudian, berdasarkan hasil penelitian penulis menyimpulkan bahwa baik cognitive maupun psikomotor hampir memiliki hasil kesesuaian dengan kategori “**Fair**” karena kedua domain tersebut saling terhubung sama lain dalam pelaksanaan proses kegiatan belajar dan mengajar. Tetapi, berdasarkan hasil analisis textbook menggunakan teori taxonomy bloom level, diketahui bahwa baik level aspek kognitif dan psikomotor memiliki kesesuaian yang kurang dengan kurikulum 2013 karena kebanyakan materi di dalam buku tidak memenuhi level-level yang terdapat dalam level taxonomy Blom. Maka demikian dapat disimpulkan bahwa materi di dalam buku tersebut cukup relevant dengan kurikulum 2013, tetapi materi tersebut masih menerapkan level-level terendah dalam *Thinking Order Skills* terutama dalam aspek kognitif dan psikomotor.

ACKNOWLEDGE

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in writer whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Writer's appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Santi Erliana, M.Pd., as the first advisor and Akhmad Ali Mirza, M.Pd., as the second advisor for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of this thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom writer got indepth knowledge of English and English teaching.
8. The principal of UPT Library of IAIN Palangka Raya for his permission to take research at the library.
9. All of my friends in PBI 2013 for their support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.
10. My beloved parents, Heriyadi and Siti Aisah for their moral support and endless prayer so that I am able to finish my study. May Allah SWT bless them all. *Amin*. Palangka Raya

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LIST OF ABBREVIATIONS

BSNP	: Badan Standar Nasional Pendidikan
KTSP	: Kurikulum Tingkat Standar Pendidikan
MECI	: Ministry of Education and Culture of Indonesia
MKDP	: Mata Kuliah Dasar Profesi
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan
C1	: Cognitive 1 (Remember)
C2	: Cognitive 2 (Understand)
C3	: Cognitive 3 (Apply)
C4	: Cognitive 4 (Analyse)
C5	: Cognitive 5 (Evaluate)
C6	: Cognitive 6 (Create)
P1	: Psychomotor 1 (Perception)
P2	: Psychomotor 2 (Set)
P3	: Psychomotor 3 (Guided Response)
P4	: Psychomotor 4 (Mechanism)
P5	: Psychomotor 5 (Complex Overt Response)
P6	: Psychomotor 6 (Adaption)
P7	: Psychomotor 7 (Origination)

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CHAPTER I

INTRODUCTION

This chapter covers background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

English language teaching is very important because of the global status of English. English language teaching is a process that requires great efforts on the part of all the participants. According to Anjayenulu (2013, p. 1), Textbooks are the most important elements of teaching process for the aims and objectives of a course. Dealing with globalization, Indonesia considers English as a foreign language such as others country. In Indonesia, English is not only as the main foreign language but also it has implemented as a compulsory subject in Junior High School until Senior High School. The government of Indonesia has applied English into academic curriculum which it is designed with developed English standard competence which is specified in curriculum as the standard of teaching and learning English affair.

The new launched curriculum in Indonesia has core and basic competences and uses scientific Approach in its teaching process which it has conducted by *Peraturan Pemerintah No. 32 Tahun 2013*. The educational system of Indonesia has launched the 2013 curriculum replacing previous curriculum, KTSP. This curriculum pays particular attention to scientific method as learning methodology. The English standard competences in 2013 curriculum are

conducted in particular purposes, they are: the aim of affective aspects, cognitive aspects, and psychomotor aspects (Amri, 2013, p. 39).

There are various changes in some parts of education which in consequence of this new launched curriculum, especially the teaching materials. Regarding its changes, teaching materials be able expanded from many learning sources, one of it is from textbook. Due to recent curriculum, adaptation is must be concern because English teachers tend to show a strong reliance on textbook usage. A good textbook ought to describe the curriculum which is implemented. Both of them must be a strong relationship. The relationship of the textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan, 1990, p. 66). The goal and the curriculum must be equal and be able to hold up curriculum and provide the teaching and learning process.

According to Tomlinson in Halimatul (2013, p.2), textbook is one of the learning materials that can be used by teacher and students in order to help the teaching and learning process in the classroom. Textbook is a significant element in the teaching and learning process. In teaching and learning activity, textbook is a main primary resource for teachers as their guidance. Textbook must consist of the elements which stated in curriculum. However, selecting a textbook is a difficult thing to do by teachers. The implementation should be supported by teachers who choose an appropriate textbook carefully. According to Byrd, textbook evaluation should be viewed in terms of the relevance between the textbook and the curriculum. Even though, there are a lot of textbooks which

support the implementation of 2013 curriculum, it does not ensure the textbook is relevant to be curriculum standard competences.

Dian Setiawati (2015, p. 2), implied in her research that the primary resource of textbooks used in English teaching and learning process in 2013 curriculum are teacher and student textbook which are published by Ministry of Education and Culture of Indonesia (MECI). The English textbooks entitled “Think Globally Act Locally” for ninth grade of junior high school. Teacher book is textbook that is published for the teachers. It contains the procedures and tips how to teach English use student textbook. Whereas student textbook is textbook that is published for the students. It contains materials that will be learned by the students. However, no one can guarantee that the materials in this book are relevant with the Core and Basic Competence in 2013 Curriculum.

The reasons above motivated the researcher to analyze the student book entitled “Think Globally Act Locally” based on the relevance of materials with the Core and Basic competence in 2013 curriculum, English language textbook studied at the ninth grade of junior high school in Palangka Raya. The significance of this choice is that this textbook was published only recently and evaluating it will be an important need and of a great value. The evaluation can provide a reference for the subsequent revisions and improvement of certain aspects of this fundamental textbook and related material as well.

B. Research Problem

In order to not discuss anything irrelevant, this study has been limited by presenting and focusing the attention to the following problem:

1. How is the relevance between the materials with the cognitive aspects which are contained in the Core and Basic Competence 2013 Curriculum in student English book entitled “Think Globally Act Locally” for grade IX Junior High School?
2. How is the relevance between the materials with psychomotor aspects which are contained in the Core and Basic Competence 2013 Curriculum in the student English book entitled “Think Globally Act Locally” for grade IX Junior High School?

C. Objective of the Study

Based on the formulation of the research above, the objectives of this research are:

1. To describe the relevance of the materials with the cognitive aspects which are contained in the 2013 English Curriculum competence in student English book entitled “Think Globally Act Locally” for grade IX Junior High School?
2. To describe the relevance of the materials with the psychomotor aspects which are contained competence in student English book entitled “Think Globally Act Locally” for grade IX Junior High School?

D. Scope and Limitation

This study focuses on materials in student English textbook entitled “Think Globally Act Locally” for grade IX Junior High School Published by the Ministry of Education and Culture based on 2013 Curriculum.

E. Significance of the Study

Theoritically, the finding of study may provide as the reference for next researches who want to make the same research or related research.

Practically, the result of the study may provide useful data for reference for teachers who teach English and students who learn English by using textbook entitled “Think Globally Act Locally” for grade IX Junior High School published by Ministry of Education and Culture. This may also as reference for who need English textbook as English teaching media resource. Furthermore, the findings as the reference and knowledge for author, who writes/creates English textbook and knowledge for writer who writes this research. The last, as contribution and knowledge for publisher of textbook entitled “Think Globally Act Locally” Published by The Ministry of Education and Culture.

F. Definition of Key Terms

The following terminology is used by the researcher to avoid misunderstanding in interpreting the meaning of the terms in this thesis.

1. Textbook Analysis

A research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used.

2. Textbook

Textbook is a media as source of material in teaching learning, which is based on the curriculum used in current by single writer or a group of writer and used in schools. In this researcher, the object is a student

textbook with title “*Think Globally Act Locally*” for Ninth Grade Junior High School.

3. Cognitive

Cognitive is the characteristic which associated with knowledge.

4. Psychomotor

Psychomotor is associated with motor skill.

5. 2013 curriculum

The 2013 curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter covers review of the related studies, textbook, analysis of the textbook, student english book “Think Globally Act Locally” and curriculum.

A. Related Studies

The researcher takes some related studies as the comparison and guidance of this research.

First, Dian Setiawati (2015) conducted a research undertitle “Content Analysis of Student Book *“When English Rings A Bell”* For Grade VIII Junior High School”. The aim of the research is to analyze the relevance between the materials in the student book with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. This research used descriptive qualitative content analysis as its research method. In this research, the materials in the textbook are classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 29 materials in the book which are relevant or about 78.37 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 15 materials in the book which are relevant or about 38.46 %. If this research compare with the research that reseacher conducted, it has the difference. The difference is the subject of the study. The previous study had english student book “When English Rings A Bell” as the subject. Meanwhile, the this research will use student book

“Think Globally Act Locally” as the subject of the study. This research also more elaborated the theory of bloom’s taxonomy level in the textbook.

Second, according to Kamila’s (2013) research “Study on The Relevance of Materials In English Textbook *“Bright”* For Seventh Graders of Junior High School Published By Erlangga To 2013 that the study is intended to analyse the relevance of materials in English textbook for seventh graders entitled “Bright” published by Erlangga to the 2013 English Standard Competence. The researcher analysed the materials relevance to the cognitive and the psychomotor domains. From the analysis, it can be concluded that the English textbook “Bright” is quite relevant with the 2013 English Standard Competence. The materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor aspects. There are more materials which relevant with the 2013 English Standard Competence than the materials which not. Therefore, this textbook is appropriate with the 2013 curriculum and suitable to be used in order to help the teaching and learning process in the classroom. The difference between this research and the research that researcher conducted is the subject of the study. The previous study had english student book “Bright” Published by Erlangga as the subject. Meanwhile, the this research will use student book “Think Globally Act Locally” as the subject of the study and also more elaborated the theory of bloom’s taxonomy level in the textbook.

Third, Abdul Darin (2014) had a research undertitle “An Analysis of English Textbook for First Graders of Senior High School *“Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X”* Published by Putra Nugraha and Used in

SMAN 18 Surabaya Based on Basic Competences of Curriculum 2013”. This research is conducted to figure out whether the basic competences in the textbook. It also figure out whether the materials in the textbook conform to the basic competences in the syllabus of English curriculum 2013 or not. By employing the concept of descriptive qualitative study, this research uses the field notes which are adapted from BSNP textbook evaluation guideline as the research instrument. The results of this study show that all of the basic competences in the textbook conform to the basic competences for first graders of Senior High School in the first semester syllabus of English curriculum 2013. Besides, it also shows that most of the materials in the textbook do not conform to the basic competences in the syllabus of English curriculum 2013. The difference is also the subject of the study. Moreover, the method of evaluate the textbook has the difference. This previous study focus on BSNP textbook evaluation but here the researcher focus used the checklist and the method of evaluate textbook.

Forth, Rani Arba'ati (2015) had a research undertitle “An Analysis on English Textbook entitled *Bahasa Inggris “When English Rings A Bell”* for the Eighth Year Student of Junior High School Based on the 2013 Curriculum”. The aim of this study is to identify themes of English textbook entitled *Bahas Inggris “When English Rings a Bell”* which are appropriate with the basic competence of the 2013 Curriculum. This research also aims to know wheather the material in every chapter of the English textbook conforms with the Basic Competence of the 2013 Curriculum. The researcher found that not all themes and materials in every chapter in that English textbook are appropriate with the basic competences of the

2013 Curriculum. That English textbook consists of thirteen chapter and every chapter has each theme and materials. There are twelve chapters or 92.3 % of chapters of which the theme are appropriate with the basic competences of the 2013 Curriculum. Then, there are nine chapters or 69.2 % of chapters of which the materials conform to the basic competence of the 2013 Curriculum. The differences between this previous study and this research are the subject of study and the theory of Analysis Textbook by using Bloom's Taxonomy Level which used by the researcher to conduct the research.

Fifth, Indah Susanti (2015) conducted a research undertitle "Developing Materials of English Textbook *"When English Rings the Bell"* for the Seventh Grade of Junior High School Based on Process Standard of Curriculum 2013". This research is qualitative research which involves simple research and development approach. The object of this research is English textbook named *"When English Rings the Bell"* written and published by The Ministry of Education and Culture in 2013. This research is mainly intended to develop materials of English textbook *"When English Rings the Bell"* for the seventh grade of junior high school based on process standard of curriculum 2013. The objectives of this research are to develop the material for observing, questioning, experimenting / exploring, associating, and communicating activities. The findings show that the materials in the first two chapters have been developed by the researcher in five stages of scientific approach. They are materials for observing, questioning, experimenting, associating, and communicating activities. For each stage, the materials are developed through some steps, i.e. deciding the

skill to develop, arranging classroom activities, and also completing the classroom activities by giving the guidelines to be used in teaching learning process. The difference between this previous study and this research is different research design which this previous study focus on developing material, also has different subject and object of the study. Meanwhile, here the researcher focus on analysis and evaluate the textbook.

B. Textbook

There are some definitions of textbook. Simply, a textbook is a book which contains some information to be read by the student or people. According to Wirawan, *“Buku teks adalah buku yang secara formal dipergunakan untuk mempelajari mata pelajaran atau mata kuliah di sekolah atau perguruan tinggi.”* Fatimah (2016, p.11) implied in her research that a student or learner uses textbook to learn something related to the content of the textbook. In each textbook, it has different content which will be learned by someone. Textbook is also can be distinguished by age. Someone can read a textbook based on their age. For example, textbook for children will be different with textbook for adult. So, everyone can read a textbook based on their interesting topic of textbook. Another definition of textbook comes from Cunningsworth (1995, p.7), he says that a textbook is *“... as a resource in achieving aims and objectives that have already been set in terms of learner needs.”* From the definition above about textbook, it can be concluded that a textbook consist of materials that will be taught by the teacher to student which is based on the student’s needs, it is also an aid to achieve aims and objectives in teaching and learning process. According to

Tarigan and Tarigan (1990, p.31), textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college. Tarigan categorized textbooks into three, they are:

1. Single Textbook

Single textbook is a textbook that consists of one book. For example:
Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.

2. Bound Textbook

Bound textbook is a lesson book for specific class or grade. For example:
Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

3. Series Textbook

Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan. 1985. *Terampil Berbahasa Indonesia (untuk SD-9 jilid)*. Bandung: Angkasa. Textbook has many benefits, and according to Betsy in Weddel (2009, p.3), those are the benefits of textbooks:

- a. It assures a measure of structure, consistency, and logical progression in a class.
- b. It minimizes preparation time for teachers.
- c. It allows learners to review material or preview other lessons.

- d. It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
- e. It provides novice teachers with guidance in course and activity design.
- f. It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Whereas according to Sitepu (2012, p.21), textbook has functions for student as manual instructor in studying, and for teacher as direction to teach a lesson. The student uses textbook as the main source for:

1. Preparing the student as individual or group before the teaching and learning process in the class.
2. Interacting in the class teaching and learning process.
3. Doing the assignments given by the teacher
4. Preparing the student for the test or formative and summative examination

Whereas for the teacher, textbook used as the source for:

- 1) Making teaching design.
- 2) Preparing the other learning source.
- 3) Developing contextual learning source.
- 4) Giving the assignments.
- 5) Arranging evaluation materials.

Many publishers try to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners' need and have good qualities. As Cunningsworth emphasizes that *"no coursebook designed for a general market will be absolutely ideal for*

particular group of learners” (Cunningsworth, 1995, p.15). Arba’ati (2015) also explained the theory in her research, that means textbook analysis is really needed to evaluate the textbook which has been published. Textbooks analysis will give evaluation and the publisher can create better edition.

Nowadays, Indonesia is using the 2013 Curriculum. According to *Permendikbud* (2013, p.80), textbook must have some criteria based on it, they are:

- 1) Readiness;
- 2) The material of textbooks should be suitable with the readiness of the learner`s knowledge and skill that they have had before;
- 3) Motivation;
- 4) The contents of textbook should motivate the learners to learn;
- 5) The learner`s active participation;
- 6) The textbook may make learner`s interact actively in class through the works activity to observe, to make an exercise to practice and to the demonstrate it;
- 7) Using the tools in order the student focus;
- 8) Textbook should supply the pictures, illustration, diagram or table to make clear the concept of textbook;
- 9) The containing social cognitive interaction;
- 10) Textbook should support the learner`s to ask, to find something by themselves through their brainstorming to design and to make the learning community;

- 11) The authentic evaluation;
- 12) Textbook should support teacher to evaluate in certain ways through the learner`s achievement and their process;
- 13) Life skill;
- 14) Textbook should support the learners to develop their life skill;
- 15) The relationship between textbook and the surrounding;
- 16) The material of textbook is crossly related to the learners such as : their area they lived, the knowledge that learners had and the learning needs;
- 17) Co-operative;
- 18) The supplying material of textbook can make the student enable to work with their friend textbooks that based on the News;
- 19) The Experience;
- 20) Textbook should support the learners having their own experience.

Furthermore, in evaluating textbook, there are some criteria that the teacher should consider. Cunningsworth proposes four criteria for evaluating textbooks, particularly course book. The criteria are:

- a) They should correspond to learner`s needs. They should match the aims and objective of the language learning program.
- b) They should reflect the used that learners will make of the language.
- c) They should take account of students` needs as learners and should facilitate their learning processes.
- d) They should have a clear role as a support for learning. To make easier in analysing and evaluating coursebook, the teacher can use checklist design.

However, the use of checklist design is for practical purposes a manageable list of the most important criteria will be needed.

C. Analysis of Textbook

According to Krippendorff (2008, p.18), handbook of textbook Analysis, it is said that textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools.

There are three basic methods of evaluating textbooks according to Wahab (2013, p.56). The first is called the impressionistic method and it is involves analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods. The third method, the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious

disadvantage in this method is that the selected section might not be representative of the book as a whole. In evaluating the textbooks, the researcher applies checklist evaluation method.

Therefore, the researcher analyzed English textbook entitled *Bahasa Inggris “Think Globally Act Locally” for Ninth Grade of Junior High School* in order to know that the theme and the materials of that textbook is in conformity with the basic competences of the 2013 Curriculum. The result showed the percentage of the themes of the English textbook which are appropriate with the basic competences of the 2013 Curriculum. This research also showed the percentage of materials of the English textbook which conform to the basic competences of the 2013 Curriculum. From the percentage, we can know the conformity of the themes and materials of the English textbook.

D. Student English Book “Think Globally Act Locally”

The student English book Bahasa Inggris “Think Globally Act Locally” is an student English book published by the Ministry of Education and Culture. It is compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Ministry Education and Culture of Indonesia.

The Student book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

E. Curriculum

The term curriculum has many different definitions just as the curriculum development process has many alternative approaches. Smith, Stanley, define curriculum as a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. Whereas Oliva in Tim Pengembang MKDP Kurikulum dan Pembelajaran stated, “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school.”

There are two kinds of curriculum, formal and informal curriculum. The formal curriculum includes the planned organizational structure and the instructional delivery system which are designed to help students achieve the learning goals, outcomes, and objectives of the instruction; the instructional plan, and the evaluation system for determining the degree to which students achieve the specific outcomes. Whereas the informal curriculum is composed of other planned activities which are not directly to a particular class or subject but which are considered as supplementary to the formal curriculum. Until now, Indonesian government has developed some curriculums, changed one with the other to find a better curriculum for teaching learning in Indonesia. Those curriculums are Lesson Plan 1947, Dissociated Lesson Plan 1952, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 and the Supplement of Curriculum 1999, Competence-Based Curriculum (Curriculum 2004), School Based Curriculum (Curriculum 2006), and 2013 Curriculum (Poewarti, 2013, p.4).

a. The 2013 Curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization. The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain, (Poewarti, 2014, p. 17). Every lesson has different core and basic competence according to the grade. Those are the core and basic competence of English for Ninth Grade of Junior High School:

2. 1 Core and Basic Competence of 2013 Curriculum

Core Competence	Basic Competence
1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously.
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and Confidence behaviour in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends. 2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends. 2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the	3.1 Apply text structure and language feature to implement the social function of expressing hopes and wishes and congratulation for their

<p>learner's curiosity of science, technology, arts, and culture related to the visible phenomena.</p>	<p>fortune and achievement and responses according to context.</p> <p>3.2 Apply text structure and language feature to implement the social function of expressing agreement or disagreement according to context.</p> <p>3.3 Apply text structure and language feature to implement the social function of stating and asking rules and invitation to do and not to do something according to context.</p> <p>3.4 Apply text structure and language feature to implement the social function of stating and asking the purpose and intention to do something according to context.</p> <p>3.5 Apply text structure and language feature to implement the social function of telling and asking others to do and not to do according to context.</p> <p>3.6 Apply text structure and language feature to implement the social function of food/drink/medicine label text according to context.</p> <p>3.7 Apply text structure and language feature to implement the social function of stating and asking manual, short, and simple recipe according to context.</p> <p>3.8 Apply text structure and language feature to implement the social function of stating and asking activity/event in progress the time of speaking, at one point of the time in the past, and at one point of the time in future according to context.</p> <p>3.9 Apply text structure and language feature to implement the social function of stating and asking activity / event / phenomenon in the past without specific time according to context.</p> <p>3.10 Apply the text structure and language feature to implement the social function of stating and asking cause and effect according to context.</p> <p>3.11 Understanding text structure and language feature to implement the social function of narrative text in form folktale according to context.</p> <p>3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity/ event/ phenomena in general according to context.</p> <p>3.13 Apply text structure and language feature to</p>
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	<p>implement the social function of stating and asking factual report about people, animals, natural and social phenomenon according to context.</p> <p>3.14 Recalling the social function, text structure, and language feature of service and products advertisement according to context.</p> <p>3.15 Understood text structure and language feature to implement the social function of song.</p>
<p>4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.</p>	<p>4.1 Compose simple spoken text to express and respond gaining hopes and wishes and congratulation for their fortune and achievement by notice on the right social function, text structure, and language feature according to context.</p> <p>4.2 Compose spoken and written text to express and respon agreement and disagreement expressing by notice on the right social function, text structure, and language feature according to context.</p> <p>4.3 Compose simple spoken and written text to state, and ask about the rules and suggestion to do and not to something by notice on the right social function, text structure, and language feature according to context.</p> <p>4.4 Compose simple spoken and written text to state and ask about the purpose and intention to do something by notice on the right social function, text structure, and language feature according to context.</p> <p>4.5 Compose written text in form of very short and simple to state and ask others to do and not to do by notice on the right social function, text structure, and language feature according to context.</p> <p>4.6 Catch the meaning of short and simple food/drink/medicine label.</p> <p>4.7 Catch the meaning of short, simple procedure spoken and written text in form manual and recipe.</p> <p>4.8 Compose short, simple, spoken and written text to in form, recipe and manual by notice on the right social function, text structure, and language feature according to context.</p> <p>4.9 Compose spoken and written text to state and ask about activity/event/phenomena that happen in progress the time of speaking, at one point of the time in the past, and at one point of the time in the future by notice on the right social function, text structure, and</p>

	<p>language feature according to context.</p> <p>4.9 Compose spoken and written text to state and ask about activity/event/phenomenon in the past without specific time by notice on the right social function, text structure, and language feature according to context.</p> <p>4.10 Compose short and simple spoken and written to ask and state about cause and effect by notice on the right social function, text structure, and language feature according to context.</p> <p>4.11 Compose short and simple spoken and written to ask and state about cause and effect by notice on the right social function, text structure, and language feature according to context.</p> <p>4.12 Catch the meaning of narrative text, spoken and written text, short and simple, in form folktale.</p> <p>4.13 Compose spoken and written text to state and ask past events in general by notice on the right social function, text structure, and language feature according to context.</p> <p>4.14 Catch the meaning of short and simple spoken and written factual report.</p> <p>4.15 Compose short and simple spoken and written text factual report about people, animals, things and phenomenon by notice on the right social function, text structure, and language feature according to context.</p> <p>4.16 Catch the meaning of short, simple service and advertisement text.</p> <p>4.17 Catch the meaning of the song.</p>
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Adapted from: *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*

According to the 2013 Curriculum, English Standard Competence contains two kinds of competences, they are: core competences and basic competences. Core competence is divided into four objectives. The first and second objectives emphasize on affective domain. The third objectives emphasize on cognitive domain, and the forth objectives emphasize on psychomotor domain. Each of the

core competence is divided into basic competences which are used as a guideline in developing learning materials (Permendikbud No. 68 Tahun 2013).

According to Nasution (2008, p.49), the curriculum conductors conducted the purpose of curriculum according to book entitled *Taxonomy of Educational Objectives* by Benjamin Bloom which is published in 1956. They divided the purpose of the study into three domain, Cognitive, Affective, and Psychomotor domain. Here, the researcher emphasizes on Cognitive and Psychomotor Domains only.

1. Cognitive Domain

Cognitive refers to the knowledge domain. It is related to the learner's thinking. Affective refers to the emotional and values domain. It is related to the learner's attitude. And Psychomotor refers to the use of motoric creativity. It is related to the learner's skill. Cognitive domain related to the learner's thinking. This objective emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. Winecoff stated in Dian (2014, p.25), "The cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest – basic knowledge (recall of facts, events, terms) to the highest – evaluation (informed judgment)."

The learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. While the

cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. The following picture shows the old version of Bloom's taxonomy conducted by Benjamin Bloom and the new version of Bloom's taxonomy conducted by Anderson:

In this research, the researcher used the new version of Bloom's taxonomy conducted by Anderson as the research theory, so the researcher reviewed more about it. The following table explains more about the cognitive process dimension according to Anderson:

2. 2 The Cognitive Process Dimension

Categories and Cognitive Process	Alternative Names	Definitions and Examples
1. Remember – Retrieve relevant knowledge in long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S history)
2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication.		
2.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and

		documents)
2.2 Exemplifying	Illustrating, Instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles)
2.3 Classifying	Categorizing, Subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of mental disorders)
2.4 Summarizing	Abstracting, Generalizing	Abstracting a general theme or major point (s) (e.g., write a short summary of the events portrayed on a videotape)
2.5 Inferring	Concluding, extrapolating, Interpolating, Predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 Comparing	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of a system (e.g., explain the cause of important 18th century events in France)
3. Apply – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use newton's second law in situations in which it is appropriate)
4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		

4.1 Differentiating	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into evidence for an argument against a particular historical explanation)
4.3 Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her political perspective)
5. Evaluate – Make judgments based on criteria and standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusions follow from observed data)
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem)
6. Create – Put elements together to form a coherent or functional whole; recognize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., generate hypotheses to account for an observed phenomenon)

6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose)

Taken from: Anderson , Lorin W. Krathwohl, David R. Airasian, Peter W. et al. 2001. *A Taxonomy for Learning, Teaching, and Assessing : A Revision of Bloom's Taxonomy of Educational Objectives* . London: Longman Group Ltd.

2) Psychomotor Domain

According to Anderson and Simpson in Sitepu (2012:96), psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, and Origination. The following table shows the further explanation of psychomotor domain:

2. 3 Psychomotor Domain

Psychomotor Domain				
Level	Category or 'level'	Description	Examples of activity or demonstration and evidence to be measured	Action verbs Which describe the activity to be trained or measured at each level
1	Perception	Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide Motor activity. This ranges from Sensory stimulation, through cue selection, to	Use and/or selection of senses to absorb data for guiding movement Examples: Detects nonverbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a	chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe, recognizes, relates, see, selects, separates, touches,

		translation.	forklift by comparing where the forks are in relation to the pallet.	
2	Set	Readiness, a learner's readiness to act. Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	<p>Mental, physical or emotional preparation before experience or task</p> <p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation).</p> <p>NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective . "By the end of the physical education program, students will be able to demonstrate the proper stance for batting a ball."</p>	arranges, begins, displays, explains, gets set, moves, prepares, proceeds, reacts, shows, states, volunteers, responds, starts,
3	Guided Response	<p>Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p> <p>Basic proficiency, the ability to perform a complex motor skill.</p>	<p>Imitate or follow instruction, trial and error.</p> <p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds handsignals of instructor while learning to operate a forklift.</p> <p>"By the end of the physical education program, students will be able to perform a golf swing as demonstrated by the instructor."</p>	assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates, manipulates, measures, mends, mixes, reacts, reproduces, responds sketches, traces, tries.
4	Mechanism	This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the	<p>Competently respond to stimulus for action</p> <p>Examples: Use a personal computer. Repair a leaking faucet. Drive a car.</p> <p>"By the end of the biology program, students will be able to assemble laboratory</p>	assembles, builds, calibrates, completes, constructs, dismantles, displays, fastens, fixes, grinds, heats,makes,

		movements can be performed with some confidence and proficiency.	equipment appropriate for experiments.”	manipulates, measures, mends, mixes, organizes, performs, shapes, sketches.
5	Complex or Overt Response	<p>Expert proficiency, the intermediate stage of learning a complex skill. The skillful performance of motor acts that involve complex movement patterns.</p> <p>Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Execute a complex process with expertise</p> <p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>“By the end of the industrial education program, students will be able to demonstrate proper use of woodworking tools to high school students.”</p>	<p>assembles, builds, calibrates, constructs, coordinates, demonstrates, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p> <p>NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
6	Adaptation	Adaptable proficiency, a learner's ability to modify motor skills to fit a new	<p>Alter response to reliably meet varying challenges</p> <p>Examples: Responds effectively to</p>	Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises,

		situation. Skills are well developed and the individual can modify movement patterns to fit special requirements.	unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task). “By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”	solves, varies.
7	Origination	Creative proficiency, a learner's ability to create new movement patterns. Creating new Movement patterns to fit a particular situation or specific problem. Learning outcomes Emphasize creativity based upon highly developed skills.	Develop and execute new integrated responses and activities Examples: Constructs a new theory. Develops a new and Comprehensive training programming. Creates a new gymnastic routine.	arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, redesigns, troubleshoots.

Adapted from: Sitepu, B.P. 2012. Penulisan Buku Teks Pelajaran. Bandung: PT. Remaja Rosdakarya.

English student book entitled “Think Globally Act Locally” is one of the new textbooks published by Ministry of Education and Culture of Indonesia related to the implementation of the newest curriculum, that is 2013 curriculum. Although this book is published by the Ministry of Education and Culture of

Indonesia, no one can guarantee that this book is good and all materials written here is suitable with Core and Basic competence of 2013 curriculum. So, we need an analysis to evaluate the book in order to help the improvement of this book. Unfortunately, because this book is published in 2014, there just a few analysis of this book. According to those reasons, the researcher tried to analyse this book in terms of the relevance between the materials written in the book with the Core and Basic competence in 2013 curriculum. The researcher limited the analysis in terms of Cognitive and Psychomotor domains of Core and Basic competence three and four. The researcher analysed the book with content analysis approach in descriptive qualitative research design. The result of this research was the evaluation of the textbook in terms of its relevance with the Core and Basic competence of 2013 curriculum.

CHAPTER III

RESEARCH METHOD

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, source of data, research instrument, data collection procedure and data analysis procedure.

A. Research Design

The design of this study is descriptive qualitative research because this study aimed to describe and to analyze the genre relevance materials in the textbook used as a handbook for students in Junior High School which have the title “Think Globally Act Locally” in the term of genre and its characteristics. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. According to Kothari (2004, p.3) qualitative research deals with data that are in the form of words or pictures rather than numbers and statistics. Moreover, as the data was in the form of words and documents, so the data were analysed qualitatively.

Then, content analysis is employed to analyze and describe the data. Anderson defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analysing content of certain matter through classification, tabulation, and evaluation.

According to Krippendorff (1990, p.37), “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter,

recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.

Texts can be defined broadly as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. In this research, the researcher used book as the research object and did the analysis by broke down the materials in the book into two categories, Cognitive and Psychomotor domains and examined them by relational analysis to Core and Basic competences of 2013 curriculum.

According to Mukudan (2011, p.101), one of the ways to develop evaluation checklists is through a qualitative method. The method allows the developer to gain a deep understanding of the construct under investigation. So the researcher will chose checklist method as a way to evaluate the textbooks which will be analysed.

B. Subject of the Study

The subject of this a study is English Student Book “*Think Globally Act Locally*” which published by the Ministry of Education and Culture of Indonesia.

The book has 14 chapters and each chapter has own topic material. Then, the object of this study is the material relevancy on cognitive and psychomotor aspect based on the demand of 2013 Curriculum for the ninth grade of Junior High School. Since this study deals with analysis of the content of textbook especially the materials, the data is analysed qualitatively, without any statistical calculation.

C. Source of Data

The object of this study is student English book for ninth graders of Junior High School entitled “Think Globally Act Locally” which is published by Ministry of Education and Culture Indonesia in 2013. The writers of this book are the book writer team from Ministry of Education and Culture of Indonesia. This book is written based on the 2013 curriculum. The materials of each unit are organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. The researcher focused on just one book and all of the activities in the textbook in the scope of first semester and second semester.

D. Research Instrument

There are several instruments which are needed to collect the data. According to Ary (2010, p.421), the primary instrument used for collecting the data in qualitative research is the researcher him- or herself, often collecting the data through direct observation or interviews.

Checklist has been selected as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook under scope. There are two kinds of

checklist that will be applied to answer the research questions. First, the checklist used to analyse the relevance of the materials with the cognitive aspects which are contained in the 2013 English Standard Competence. Second, the checklist used to analyse the relevance of the materials with the psychomotor aspects which are contained in the 2013 English Standard Competence.

To give the conformity of the relevance of the textbook which will be analyzed the researcher give the indicator of the relevance. The indicator which will be used to analyze are the relevance of the materials based on Basic Competence in 2013 Curriculum. The relevance conformity is based on the Permen Nomor 2 Tahun 2008 Buku 8, Permen 11 Tahun 2005 (Pusat Perbukuan, 2005 in Muslich 2010, p. 357-362). The indicator as followings:

- a. Category “**Poor**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in the 2013 curriculum achieve the range of fulfillment score 0-25%.
- b. Category “**Sufficient**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in the 2013 curriculum achieve the range of fulfillment score 26-50%.
- c. Category “**Fair**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in the 2013 curriculum achieve the range of fulfillment score 51-75%.

- d. Category “**Good**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in the 2013 curriculum achieve the range of fulfillment score 76-100%.

The conformity of the relevance of the result of data will give to the textbook. The total indicator has been met the total number of category. Then, it was multiplied by 100% to achieve the sum points. The formula of conformity percentage used in the evaluation process was presented follows:

$$\frac{\text{RELEVANCE MATERIALS}}{\text{TOTAL OF MATERIALS}} \times 100 = \text{Result}$$

Table 3. 1 The conversion of fulfillment of conformity materials into four proposed category (Pusat Perbukuan, 2011)

Range of Fulfillment Percentage	Category
0-25%	Poor
26-50%	Sufficient
51-75%	Fair
76-100%	Good

E. Data Collection Procedure

Nasution in Sugiyono (2013, p.203), said that observation is a foundation for all science. The scientist only can work according to the data, that is a fact about the real life which got by observation. That data collected and often helped by various high technology tools, so the tiny things like proton and electron or very far things like those in the outer space can be observed clearly.

Observation is a complex process, a process that arranged from various biological and psychological processes. Two of them which are the most important are observation and remembrance processes. The researcher observed the data by using observation checklist.

Here the researcher did some steps of collecting data as follows:

1. First, the researcher determined the textbook which is going to be analysed.
2. Second, the researcher read and observed the materials of the textbook carefully.
3. Third, the researcher compared the materials in the textbook with the 2013 Core and Basic Competence using checklist in order to know the relevance between the materials on the textbook to the 2013 English Standard Competence.
4. The last, the researcher collected the data then analysed them.

F. Data Analysis Procedure

The data of this study are all of the English learning material presented in this student English textbook entitled “*Think Globally Act Locally*” published by Ministry of Education and Culture Indonesia for Ninth Grades of Junior High School. Bogdan in Sugiyono (2013, p.334) said, “ Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. In this research the process of analysing data used these steps:

1. Classifying the materials in the textbooks based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain.
2. Collecting the data from the data source and entering the data to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 Curriculum.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by Core and Basic Competence of 2013 curriculum and the Cognitive and Psychomotor domains of learning.
4. Evaluating the materials in the textbook to find out its relevancy with the Core and Basic Competence of 2013 curriculum.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present the data presentation, research findings and discussion. This section covers discussion of data finding toward to the analysis of Student English Textbook entitled “*Think Globally Act Locally*” published by The Ministry of Education and Culture Indonesia.

A. Data Presentation

This section presents the the data presentation of the textbook analysis entitled “Think Globally Act Locally” is an student English textbook designed for ninth graders of junior high school. This textbook also designed to support the process of teaching and learning and it is developed for the compatibility to the 2013 English Standard Competence. “Think Globally Act Locally” is printed in 273 pages. These pages are added with the preface, table of contents, feature of the textbook, mini dictionary, appendix, bibliography, and spaces for students’ notes. In total, there are 278 pages printed on this textbook. There are fourteen chapters presented in this textbook.

On each chapter, the textbook provides fun corner and reflection table. In the fun corner, the authors give riddle question. For the reflection table, the students could use it after learning each unit as the reflection what they are good at, what they are ok at, and what they are bad at. Furthermore, for each chapter in this book is divided into five parts: observing and questioning, collecting information, reflecting, associating and communicationg. Expressions, grammar, explanations, and specific vocabularies that the students need for each activity and

the students need to know are introduced and presented at the beginning of the activities, so that the students could understand the materials better. Here, the presentation of the data in the textbook which has been analysed.

4. 1 Data Presentation of Student English Book “Think Globally Act Locally” for Ninth Grade Junior High School

Chapter	Title	Basic competence	Materials	page
I	Congratulations!	3.1 and 4.1	<ul style="list-style-type: none"> Express hopes and wishes to others Congratulate others for theirs fortune and achievements 	1-12
II	Let’s start our wall magazine!	3.2 , 3.3, 4.2 and 4.3	<ul style="list-style-type: none"> To state and ask if one can do something To state and ask if one will do something 	17-34
III	What should I do that for?	3.2, 3.4, 3.5, 4.4, and 4.5	<ul style="list-style-type: none"> To tell or ask others to do and not to do something To state the purpose or intention to do it 	35-58
IV	Be healthy, be happy	3.6 and 4.6	<ul style="list-style-type: none"> To choose healthy and safe products To avoids harmful effects To get the best results 	59-78
V	This is how you do it	3.7, 4.7, and 4.8	Use and make recipes and manuals <ul style="list-style-type: none"> To get the best result effeciently To avoid accidents, damage, unnecessary waste 	79-106
VI	Everybody is always the middle of something	3.8 and 4.3	Communicate in progress, past, future time in order to <ul style="list-style-type: none"> To share the information with others To give an explanation 	107-136
VII	What will be will be	3.15 and 4.17	<ul style="list-style-type: none"> To get the message of the song 	137-144

VIII	We have been to orphan home. We went there last Sunday	3.9 and 4.10	To communicate past happening which related to the present moment, in order to: <ul style="list-style-type: none"> • To share the informtion with others • To report the past happening to others • To give an explanation 	145-166
IX	You get what you earn!	3.10 and 4.11	To communicate reasons, effects, and contracts <ul style="list-style-type: none"> • To provide and explanation • To give good examples to give excuses • To clarify 	167-188
X	Sangkuriang	3.11 and 4.12	<ul style="list-style-type: none"> • To listen to a folktale • To read a folktale for myself • To read a folktale to other people • To get a moral lesson from a folktale 	189-202
XI	They are made in Indonesia	3.12 and 4.13	<ul style="list-style-type: none"> • Use senteces in passive voice • To describe objects 	203-224
XII	What is it?	3.13, 4.13 and 4.15	<ul style="list-style-type: none"> • To obtain and share information about things, animals, natural phenomenon and social phenomenon, in order to get the general knowledge about them. 	225-250
XIII	Come and Visit us!	3.14 and 4.16	<ul style="list-style-type: none"> • To understand the peromotion of goods and service in short and simple advertisements 	251-262
XIV	You can Always Come Back Home	3.15 and 4.17	<ul style="list-style-type: none"> • To get the message of the song 	271-273

B. Research Findings

In order to find out the relevance between the materials written in the book with the cognitive and psychomotor domain, researcher used the observation checklist as my research instrument. The researcher made an observation checklist of basic competence three and four compared with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated in Anderson, et.al (2001, p.67). The observation checklist is a table consisted of two columns. The first part is the relevance of textbook materials with the Cognitive Domain, and the second part is the relevance of textbook materials with the Psychomotor Domain. The table research data for each cognitive and psychomotor aspect in basic competence is consisted of five columns which basic competence, materials (sub-basic competence), page of the book, example of materials, and relevance with basic competence and topic. In the following tables, the sign (√) means that the sub-basic competency and the material are irrelevant, partly and relevant.

a. The Relevance of the materials with the Psychomotor Domain

Here is the first result analysis of materials based on basic competence three in student English textbook entitled "Think Globally Act Locally" following table is research data cognitive domain for the relevance material.

Table 4.2 Research Data of Cognitive Domain Domain For The Relevant Materials

Basic Competence	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Materials			Information
				Irrelevant	Partly Relevant	Relevant	
3.1 Apply text structure and language feature to implement the social function of expressing hopes and wishes and congratulation for their fortune and achievement and responses according to context.	3.1.1 Spoken text for expressing congratulation in terms of expressions and responses.	2,3,4,9	Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Teacher : <i>"The winner of the story-telling competition in this class is Lina"</i> Students : <i>"Congratulations Lina!"</i>	-	-	√	the writer used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".
	3.1.2 Spoken text for expressing hopes and wishes in terms of expressions and responses.	10,11	Play the roles of the speakers in the picture. Say the speaker's sentences correctly and clearly. First, repeat after me. <i>Udin's father : Happy birthday, Udin. You are a big boy now. I'm proud of you.</i> <i>Udin : Thank you Dad. I'm proud of you, too.</i>	-	-	√	In this book, the witer used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb

							“represent”.
3.2 Apply text structure and language feature to implement the social function of expressing agreement or disagreement according to context.	3.2.1 Spoken text for expressing agreement or disagreement in terms of expressions and responses.	19, 20, 30,31	<p>Say again what the students say to give suggestions and to show their agreement and disagreement with suggestions.</p> <p><i>Siti: “I think the best thing to do is to meet the team who manages the magazine.”</i> <i>Udin: “I agree with Siti. We can ask them a lot of questions. I think they will be happy to help us start our wall magazine.”</i></p>	-	√	-	In this book, the writer used verb “say” which in this context has close meaning to the verb “model” and verb “repeat” which in this context has close meaning with verb “represent”.
3.3 Apply text structure and language feature to implement the social function of stating and asking rules and suggestion to do and not to do something according to context.	3.3.1 Spoken text for stating and asking rules in terms of expressions and responses.	39	<p>I will ask you what Lina, Udin, Edo, Siti, and Beni say to tell Dayu to do and not to do in order to recover from her diarrhea. You will answer my questions orally, too. Listen carefully. First, repeat the examples after me.</p> <p><i>Lina: Dayu, you look very pale. I think you need to see the doctor soo in order to get the right medicine for your diarrhea. You should</i></p>	-	-	√	In this book, the writer used verb “say” which in this context has close meaning to the verb “model” and verb “repeat” which in this context has close meaning with verb “represent”.

			<i>not take the diarrhea lightly.</i>				
	3.3.2 spoken text for stating and asking suggestion in terms of expressions and responses.	-	-	√	-	-	The materials of stating and asking suggestion is not consisted in the book based on the chapter which has to explain it.
3.4 Apply text structure and language feature to implement the social function of stating and asking the purpose and intention to do something according to context.	3.4.1 Written text for stating and asking the purpose and intention to do something in terms of expressions and responses.	46, 47,48	Work in your group. Now it is your turn to work in your group to tell each other to do or not to do things in the following situations. <ul style="list-style-type: none"> • In the kitchen • In the library • In the market 	-	-	√	The author used verb “say” which has close meaning with “model” in this context, verb “repeat” which has close meaning with “represent”, and verb “write” which in this context means “construct”.
3.5 Apply text structure and language feature to implement the social function of	3.5.1 Spoken text for telling and asking others to do something in terms of	37, 38, 39	First, play the roles of the speakers. Say the speakers’ sentences loudly, clearly, and correctly. Use a dictionary. If you have any			√	In this book, the author used verb “say” which in this context has close meaning

telling and asking others to do and not to do according to context.	expressions and responses.		problems, come to me <i>Siti: Hi Dayu, how are you? Mr. Ahmad said you were not in class today because you have diarrhea. Have you taken any medicine yet? Dayu: Yes, I have. But it only helps a little. Siti: Maybe you just have to take some rest in order to get well soon. Just stay in bed to let the medicine work to ease your diarrhea.</i>				to the verb “model” and verb “repeat” which in this context has close meaning with verb “represent”.
	3.5.2 Spoken text for telling and asking others to not do something in terms of expressions and responses.	-	-	√	-	-	The materials of telling and asking others to not do something is not discussed in the book based on the chapter which has to explain it. the researcher suggest to add the material to improve the the quality of the

							book.
3.6 Apply text structure and language feature to implement the social function of food/drink/medicine label text according to context.	3.6.1 Written and spoken text for food/drink/medicine label text.	60, 62, 65, 66, 67,	While you are writing, say the words loudly, clearly, and correctly. Use a dictionary. If you have any problems, come to me. The analysis of the label of Pinux has been done for you as an example. First, copy the example.	-	√	-	The materials of telling and asking others to not do something is not discussed in specific. Onlu focus on written text that spoken text.
3.7 Apply text structure and language feature to implement the social function of stating and asking manual, short, and simple manual and recipes according to context.	3.7.1 Spoken text for stating and asking manual, short, and simple recipes in terms of expressions and responses.	80, 81, 82, 85, 86, 89, 87	Let's read the recipes together, one by one. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly. APPLE PUDDING <i>Ingredients Method</i> <i>4 green apples, peeled, cored and thickly sliced</i> <i>¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed</i> <i>½ cup/100g caster sugar</i> <i>1¼ cups/300ml water</i> 1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine	-	-	√	In this book, the author used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".

			<p><i>using fingertips.</i></p> <p>2. <i>Stir in sugar and water (mixture should be lumpy). Pour over apples.</i></p> <p>3. <i>Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream. Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes</i></p>				
	3.7.2 Spoken text for stating and asking manual, short, and simple recipes in terms of expression and responses.	97, 100	A manual shows how to operate or use an appliance, a tool, a machine properly, so that the user will achieve the best performance and prevent accidents, harm, or damage. Let's read the manual together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly.	-	-	√	In this book, the author used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".
3.8 Apply text structure and language feature to implement the social function of	3.8.1 Spoken text for stating and asking the time of speaking at one point of the	115, 116	Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.	-	-	√	In this book, the author used verb "say" which in this context has close meaning

<p>stating and asking activity/event in progress the time of speaking, at one point of the time in the past, and at one point of the time in future according to context.</p>	time in the past.		<p><i>Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."</i></p> <p><i>Udin: "Nobody was at home yesterday. I was going to the football practice. My mom and my dad were attending a wedding party, and my brother was going out with his friends."</i></p>				to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".
	3.8.2 Spoken text for stating and asking the time of speaking at one point of the time in the future.	127, 128	<p>Let's read the speakers' sentences together, loudly, correctly and clearly. First, repeat after me.</p> <p><i>Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she was reading a novel, now she is reading a novel. And, I'm sure when I meet her next time, she will be reading a novel, too.</i></p>	-	-	√	In this book, the author used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".

3.9 Apply text structure and language feature to implement the social function of stating and asking activity / event / phenomenon in the past without specific time. according to context.	3.9.1 Spoken text for stating and asking activity / event / phenomenon in the past without specific time.	147, 151	<p>Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.</p> <p><i>Siti: "I think Riri is the most interesting orphan I have ever known. She is not the oldest of all the children there, but she is very mature. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she has come to the orphan home?"</i></p>	-	-	√	In this book, the author used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".
3.10 Apply the text structure and language feature to implement the social function of stating and asking cause and effect according to context.	3.10.1 Spoken text for stating and asking cause and effect.	172, 174, 177	<p>Let's read their sentences together, loudly, clearly, and correctly. First, repeat after me.</p> <p><i>The roads are not safe now because many people do not drive carefully. They drive too fast. Many pedestrians get accidents because they do not cross the road carefully or because they walk too close to the traffic.</i></p>	-	-	√	In this book, the author used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent".

	3.10.2	Written and Spoken text for stating and asking asking effect.	172, 173	Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly too. While you are writing, say the words loudly, clearly, and correctly. <i>Udin: "The roads are not safe now because many people do not drive carefully."</i> <i>You: "In other words, many people do not drive carefully, so the roads are not safe now."</i>	-	-	√	The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", and verb "write" which in this context means "construct".
3.11	Understanding text structure and language feature to implement the social function of narrative text in form folktale according to context.	3.11.1 Spoken text for stating and asking of narrative text in form folktale.	190, 192, 198	Work in your group. It is now your turn to practise reading "Sangkuriang" to other people. Make sure you know the meaning of every word, and read out the story meaningfully, loudly, clearly, and correctly.			√	The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent".
3.12	Apply text structure and language feature to	3.12.1 Spoken text for stating and asking about activity, event,	-	-	√	-	-	The materials of telling and asking others to not do

implement the social function of short recount text by stating and asking about activity/ event/ phenomena in general according to context.	and phenomena.						something is not discussed in the book based on the chapter which has to explain it. the reseacher suggest to add the material to improve the the quality of the book
3.13 Apply text structure and language feature to implement the social function of stating and asking factual report about people, animals, natural and social phenomenon according to context.	3.13.1 Spoken text for stating and asking animals.	226, 227	Here are two texts about animals that also live in Indonesia: the buffalo and the bat. <i>You can find this kind of texts in an animal encyclopedia.</i> Let's read the texts together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correct	-	-	√	The author used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent.
	3.13.2 Spoken text for stating and asking thing.	237, 238, 239	You will read <i>a long text about nonliving objects materials.</i> Let's read the text together. First, listen to mecarefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly.	-	-	√	The author used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close

							meaning with “represent.
	3.13.3 Spoken text for stating and asking people.	242, 243	Now you will read two texts about people: the family and the neighbourhood. Let’s read the two texts together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly	-	-	√	The author used verb “say” which has close meaning with “model” in this context, verb “repeat” which has close meaning with “represent.
	3.13.4 Spoken text for stating and asking social and natural phenomenon.	-	-	√	-	-	The materials of telling and asking others to not do something is not discussed in the book based on the chapter which has to explain it. the researcher suggest to add the material to improve the the quality of the book.

3.14 Recalling the social function, text structure, and language feature of service and products advertisement according to context.	3.14.1 Written text for stating and asking service advertisement	259, 260, 257, 258	Work with your group. Use the same table you have used before to identify the different kinds of information about the goods or services stated in the classified advertisements	-	√	-	The materials of telling and asking others to not do something is not discussed in specific. There is no material in form spoken text.
	3.14.1 Written text for stating and asking products advertisement	254, 255	Look closely at the advertisements again. Use the tabel below to identify the different kinds of information available in the advertisements. Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly.	-	-	√	The author used verb “say” which has close meaning with “model” in this context, verb “write” which has close meaning with “construct”.
3.15 Understood text structure and language feature to implement the social function of song.	3.15.1 English Song.	266, 267, 26, 265	Copy the song in your note book. Hand-write it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. At the same time, talk about the lines that you find are interesting in your group.	-	-	√	The author used verb “copy” which has close meaning with “analyse” in this context, verb “write” which has close meaning with “construct”.

The researcher classified the written materials, then researcher resumed the findings. Here, the researcher concluded the conformity of textbook materials to the basic competence three in the following table:

Table 4.3 The Conformity of Textbook Materials to the Basic Competence Three (Cognitive Domain)

The Relevance	The Basic Competence Three
Relevant	3.1.1, 3.1.2, 3.3.1, 3.4.1, 3.5.1, 3.7.1, 3.7.2, 3.8.1, 3.8.2, 3.9.1, 3.10.1, 3.10.2, 3.11.1, 3.13.1, 3.13.2, 3.13.3, 3.14, and 3.15
Partly Relevant	3.2.1, 3.6.1 and 3.14.1
Irrelevant	3.13.4, 3.12.1, 3.5.2 and 3.3.2

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence three. The materials which are relevant with the sub-basic competence are be able to fulfill the purposes of the topic, language features, and social functions that are intended to be achieve by the students.

Here, the reseacher also made a percentage form of the data analysis. At first, made a percentage of the book relevancy with cognitive domain. There are 25 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 18 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{18}{25} \times 100 = 72 \%$$

The percentage of the relevant materials is 72 %.

2. Partly Relevant Materials

There are 3 materials which are partly relevant with the cognitive domain.

So, the percentage is:

$$\frac{3}{25} \times 100 = 12 \%$$

The percentage of the partly relevant materials is 12%.

3. Irrelevant Materials

There are 3 materials which are irrelevant with the cognitive domain. So, the percentage is:

$$\frac{4}{25} \times 100 = 16 \%$$

The percentage of the irrelevant materials is 16%.

According to those percentage, researcher concluded that the textbook is categorized “**Fair**” by achieving score 72% and relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

b. The Relevance of the materials with the Psychomotor Domain

This is the second result analysis of materials based on basic competence three in Student English Book entitled “Think Globally Act Locally” following table is research data cognitive domain for the relevance materials.

Table 4.4 Research Data of Psychomotor Domain Domain For The Relevant Materials

Basic Competence	Materials (Sub-Basic Competence)	Page	Materials	Relevance with Basic Competence and Topic			Information
				Irrelevant	Partly Relevant	Relevant	
4.1 Compose simple spoken text to express and respond gaining hopes and wishes and congratulation for their fortune and achievement by notice on the right social function, text structure, and language feature according to context.	4.1.1 The instruction to spoken and written text to express and respond gaining congratulation expression for their fortune and achievement.	5,13	<p>Handwrite your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.</p> <p>Situation 1: <i>Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.</i></p> <p>The conversation: <i>Lina: "Thank God, I got an A for my Math test. But, I'm not sure of the</i></p>	-	-	√	The writer used verb "write" which in this context means "copy" and verb "complete".

			<i>result of my English test. ”</i> <i>Dayu:</i> “_____”				
	4.1.2 The instruction to compose simple spoken and written text to express and respond gaining hopes and wishes expression for their fortune and achievement.	6,7, 13	Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. <i>Situation 1:</i> <i>Siti has just made a very beautiful handycraft from pandan leaf. Beni praises her craft and hope that she will win the national competition.</i> <i>Beni:</i> “_____” Edo: “Thank you. I hope so too.”	-	-	√	The writer used verb “write” which in this context means “copy” and verb “complete” and “spell”.

4.2 Compose spoken and written text to express and respond agreement and disagreement expressing by notice on the right social function, text structure, and language feature according to context.	4.2.1 The instruction to compose simple spoken and written text to express and respond agreement and disagreement expression.	21	Hand-write your work on a piece of paper. Some examples have been done for you. <i>Siti :We should think before we leap. : I agree with Dayu.</i>	-	√	-	The writer used verb “write” which in this context means “copy” and verb “complete”. The material has not the explanation or exercise in form spoken text.
4.3 Compose simple spoken and written text to state, and ask about the rules and suggestion to do and not to something by notice on the right social function, text structure, and language feature according to context.	4.3.1 The instruction to compose simple spoken and written text to express and respond ruleless expression.	29, 32	Hand-write your sentences on a piece of paper. Underline every verb which shows you what the students must or must not do. Make sure you know the meaning of every word and spell it correctly. <i>We know from Siti the following rules in the school. 1. The students must wear a uniform everyday.</i>	-	-	√	The writer used verb “write” which in this context means “copy” and verb “complete” and “spell”.

	4.3.2 The instruction to compose simple spoken and written text to express and respond suggestion expression.	22,2 3,24, 32	Hand-write your preparation on a piece of paper. Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly. Two situations have been done for you. First, copy the examples. <i>Situation 1:</i> <i>Dayu, Udin and Lina are in front of the classroom, reminding each other that they should do the chores before they go to school.</i> <i>The conversation:</i> <i>Lina: "My mom makes me do the housework before I go to school."</i> <i>Dayu: "_____"</i> <i>Udin: "_____"</i>	-	-	√	The writer used verb "Think" which in this context means "analyze" and verb "complete" and says "present".
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4.4 Compose simple spoken and written text to state and ask about the purpose and intention to do something by notice on the right social function, text structure, and language feature according to context.	4.4.1 The instruction to compose simple spoken and written text to express and respond purpose expression.	43, 49, 52	Handwrite your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use a dictionary. If you have any problems, come to me. Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly. <i>Dialogue 1</i> <i>Beni: "Remember that Dayu got diarrhea because she did not wash the fruit before she ate it."</i> <i>Lina: "_____"</i>	-	-	√	The writer used verb "write" which in this context means "copy" and verb "complete" and "spell".
4.5 Compose written text in form of very short and simple to state and ask others to do and not to do	4.5.1 The instruction to compose simple spoken and written text to state and ask	40, 41, 42, 43	Think of what you would say if you were them, and put it to complete the sentences below.	-	-	√	The writer used verb think which in context means "analyse" first then "write"

by notice on the right social function, text structure, and language feature according to context.	others to do expression.		<p>Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.</p> <p><i>Situation 1:</i> <i>Dayu, Udin and Lina are in the classroom. They see some trash around.</i></p> <p><i>The conversation:</i> <i>Lina: "Look! The trash is everywhere. The classroom is very dirty."</i> <i>Dayu:</i> <i>"_____"</i> <i>(what to do)</i> <i>Udin:</i> <i>"_____"</i> <i>_____ (what not to do)</i></p>				<p>which in this context means "copy" and verb "complete" and "spell".</p>
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	4.5.2 The instruction to compose simple spoken and written text to state and ask others to not do expression.	-	-	√	-	-	There is no material in the book which is related to the topic and materials stated. In specific.
4.6 Catch the meaning of short and simple food/drink/medicine label.	4.6.1 The exercise about short and simple spoken and written food label.	74, 75	You will analyse the labels on the packaging of the three products below. Focus your attention only on the seven most important facts below. <i>STALLE'S BAKERY</i>	-	-	√	The writer used verb think which in context means "analyse" first and "focus" on the passage reading.
	4.6.2 The exercise about short and simple spoken and written drink label	69, 70, 71	You will learn the labels on food/drink packaging. Work in your group. Study the label of Kraton Tea and the analysis below. FACTS STATEMENTS <i>1 Name of the product Kraton tea</i> <i>2 Content/Amount</i> <i>Net weight 60ml</i> <i>3 Description For the perfect cup of tea</i>	-	-	√	The writer used verb think which in context means "analyse" first and "focus" on the label text.

			<i>4 Ingredients -</i> <i>5 Directions to use</i> <i>6 Directions to store</i> <i>Not available.</i> <i>7 Expiration Date</i> <i>Best before (no date available)</i> <i>Kraton Te</i>				
	4.6.3 The exercise about short and simple spoken and written text medicine label.	61, 62	<p>It is a group project. Many drugs, foods and drinks available in the market in Indonesia, such as paracetamol, pain killers, instant noodle, coffee, tea, canned foods, canned fruits, have the packaging with a label containing facts written both in Bahasa Indonesia and English.</p> <ul style="list-style-type: none"> • <i>Go out and find at least two labels of foods and drinks.</i> • <i>Identify how each fact is stated in both languages, by</i> 	-	-	√	The writer used verb think which in context means “analyse” first and “focus” on the label text.

			<i>using the analysis table.</i> <ul style="list-style-type: none"> • <i>Each one of you: practise presenting your findings orally in your group.</i> 				
4.7 Catch the meaning of short, simple procedure spoken and written text in form manual and recipe.	4.7.1 The exercise about short and simple spoken and written recipe text.	83, 84, 88	Work in your group. Use the analysis table below to analyse how to state each INGREDIENT in both recipes. Hand-write your work. <i>Underline the things.</i> Some ingredients in each recipe have been analyzed for you. First copy the examples.	-	-	√	The writer used verb think which in context means “analyse” first and “write” which context means “construct.
	4.7.2 The exercise about short and simple spoken and written manual text.	100, 101	Study the examples of how to present every object orally. Look closely at the differences between the written version and the oral version of the parts. First copy the examples, and then do the rest.	-	-	√	The writer used verb study which in context means “analyse” first and “write” which context means “construct.

4.8 Compose short, simple, spoken and written text to in form recipe and manual by notice on the right social function, text structure, and language feature according to context.	4.8.1 The instruction to compose very short and simple spoken and written recipe.	85, 87, 90, 91,	First, copy the examples. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. <i>Novel Apple Puding Recipes</i>	-	-	√	The writer used verb “write” which in this context means “copy”, and verb “complete”. Also verb spell means “present”.
	4.8.2 The instruction to compose very short and simple spoken and written manual.	103, 104, 105	Work in your group. You will learn to write a manual to use a rice cooker to steam food, by completing the table below.	-	-	√	The writer used verb “write” which in this context means “copy”, and verb “complete”. Also verb work in group which the material will be presented.
4.9 Compose spoken and written text to state and ask about activity/event/phenomena that happen in progress the time of speaking, at one point of the time in the past, and at one	4.9.1 The instruction to compose short and simple, spoken and written text about activity, event, and phenomenon that happen in progress future	121, 130, 132, 134	Write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.	-	√	-	The writer used verb “write” which in this context means “copy”, and verb “complete”. There is only few material stated in form spoken text.

point of the time in the future by notice on the right social function, text structure, and language feature according to context.	the time of speaking in the		<i>Riri has been an orphan. She has lived in the orphanage for six years. She _____ there because she has no relative to take care of her. Her grandparents _____</i>				
	4.9.2 The instruction to compose short and simple, spoken and written recount text about activity, event, and phenomenon that happen in past the time of speaking.	117, 118, 130, 132 134	Complete the following sentences with the activities in progress at the same time with the stated activity. Dayu went to Udin's house last Sunday, but she did not meet anybody there. Udin was going to the football practice. His mom and his dad were attending a wedding party, and his brother was going out with his friends.	-	√	-	The writer used verb "write" which in this context means "copy", and verb "complete". There is only few material stated in form spoken text.

4.10 Compose spoken and written text to state and ask about activity/event/phenomenon in the past without specific time by notice on the right social function, text structure, and language feature according to context.	4.10.1 The instruction to compose simple spoken and written text to state and ask about activity/event/phenomenon in the past without specific time.	149, 150, 153, 157, 159, 161, 164	Fill in the blank spaces with suitable information according to the speakers' statements in the conversation above. Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. <i>For eight years, Riri has been an orphan. She has lived in the orphanage for six years. She _____ there because she has no relative to take care of her.</i>	-	-	√	The writer used verb "write" which in this context means "copy", and verb "complete". Then, present the result.
4.11 Compose short and simple spoken and written to ask and state about cause and effect by notice on the right social function, text	4.11.1 The instruction to compose simple spoken and written text to state and ask about cause and effect.	171, 172, 173	Following sentences with the students' statements. Pay attention to how and what for the word 'because' is used. Hand-write your	-	-	√	The writer used verb "write" which in this context means "construct", and verb "complete". Then, present the

structure, and language feature according to context.			work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. <i>According to Udin, many pedestrians get accidents because</i> _____				result.
	4.11.2 The instruction to compose simple spoken and written text to state and ask about cause and effect.	174, 181	rewrite the explanation given by each of the students in one paragraph by using the given clues. To complete each sentence, state the reason or the result of the fact stated in the clues. Udin's explanation The clues award because 1. On the Independence Day his town got the Adipura award because ..	-	-	√	The writer used verb "rewrite" which in this context means "copy", and verb "complete". Then, present the result.

<p>4.12 Catch the meaning of narrative text, spoken and written text, short and simple, in form folktale.</p>	<p>4.12.1 The exercise about written narrative text in the form of short and simple folktale.</p>	<p>192, 194, 195</p>	<p>The following text is a summary of Sangkuriang, but with some of the words missing. Fill in the blank spaces with the right words you can choose in the right column. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.</p> <p><i>Paragraph 1</i> <i>Dayang Sumbi was a _____ and</i> <i>kind-hearted _____</i> <i>princess, but</i> <i>_____ she</i> <i>was very lazy. Her</i> <i>hobby _____ was</i> <i>_____ cloth.</i></p>	<p>-</p>	<p>-</p>	<p>√</p>	<p>The writer used verb “write” which in this context means “copy”, and verb “complete”. Then, present the result.</p>
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	4.12.2	The exercise about spoken narrative text in the form of short and simple folktale.	191, 192, 198, 199	Let's discuss what we can learn from Sangkuriang with the following questions. You can also ask other questions. <i>1) Who is Dayang Sumbi? Describe her.</i>	-	-	√	The writer used verb "discuss" which in this context means "analyse", and verb "answer". Then, present the result.
4.13 Compose spoken and written text to state and ask past events in general by notice on the right social function, text structure, and language feature according to context.	4.13.1	The instruction to compose simple, spoken and written text to state and ask past events in general.	-	-	√	-	-	There is no material which related stated in this basic competence.
	4.13.2	The instruction to compose simple spoken and written text to state and ask past events in general.	-	-	√	-	-	There is no material which related stated in this basic competence.
4.14 Catch the meaning of short and simple spoken and written factual report.	4.14.1	The exercise about short, simple, spoken and written factual report text.	228, 231, 236, 240	<i>Let's look more closely into the two texts by using a table of analysis below. Copy them on a piece of paper. Handwrite</i>	-	-	√	The writer used verb "wrote" which in this context means "construct", and verb "copy". Then, present the

			your work on a piece of paper. Underline every verb. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too				result.
	4.14.2 The exercise about short, simple, spoken and written factual report text.	244,	<i>Use a table of analysis similar to the one you have used before to analyse the text above.</i> First, copy the example. Hand-write your work on a piece of paper. Underline every verb.	-	-	√	The writer used verb “discuss” which in this context means “analyse”, and verb “write” which means context “construct”. Then, present the result.
4.15 Compose short and simple spoken and written text factual report about people, animals, things and phenomenon by notice on the right social function, text structure, and language feature	4.15.1 The instruction to compose simple spoken and written text factual report about people.	246, 248	Now it is your turn to write one text about an animal, one text about one text about people. • Football team, English club, choir group.	-	-	√	The writer used verb “write” which in this context means “construct”, and verb Then, present the result.

according to context.	4.15.2	The instruction to compose simple spoken and written text factual report about animals.	236, 248	Now it is your turn to write one text about an animal, one text about one text about animals. • ant, cockroach, mouse	-	-	√	The writer used verb “write” which in this context means “construct”, and verb Then, present the result.
	4.15.3	The instruction to compose simple spoken and written text factual report about things.	241, 248	Now it is your turn to write one text about an animal, one text about one text about animals. • Desk, blackboard, bench	-	-	√	The writer used verb “write” which in this context means “construct”, and verb Then, present the result.
	4.15.4	The instruction to compose simple spoken and written text factual report about phenomenon.	-	-	√	-	-	There is no material which related to this sub-basic competence.
4.16 Catch the meaning of short, simple service and advertisement text.	4.16.1	The exercise about short, simple service text.	254,	use the tabel below to identify the different kinds of information available in the advertisements. Hand-write your	-	-	√	The writer used verb “catch” which in this context means “analyse”, and verb “write” means

			work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.				“constrcut”. Then, present the result.
	4.16.2 The exercise about short, and simple service text.	256	Use the same table to identify the different kinds of information about the goods or services. Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.	-	-	√	The writer used verb “catch” which in this context means “analyse”, and verb “write” means “constrcut”. Then, present the result.
4.17 Catch the meaning of the song.	4.17.1 The exercise about very short and simple song.	267, 266,	Copy the song in your note book. Hand-write it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.	-	-	√	The writer used verb “copy” which in this context means “write”, and verb “write” means “constrcut”. Then, present the result.

The researcher classified the second written materials in the book according to the basic competence four of 2013 curriculum and find out its relevance with the psychomotor domain of learning used the checklist instrument above, the researcher resumed the findings. Here, the researcher concluded the conformity of textbook materials to the basic competence four in the following table:

Table 4.5 The Conformity of Textbook Materials to the Basic Competence Four (Psychomotor Domain)

The Relevance	The Basic Competence Three
Relevant	4.1.1, 4.2.1, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.6.1, 4.6.2, 4.6.3, 4.7.1, 4.7.2, 4.8.1, 4.8.2, 4.10.1, 4.11.1, 4.12.1, 4.12.2, and 4.14.1
Partly Relevant	4.2.1, 4.9.1, and 4.9.2.
Irrelevant	4.5.2, 4.13.1, 4.13.2 and 4.15.4

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence four. The materials which are relevant with the sub-basic competence are be able to fulfil the purposes of the topic, language features, and social functions that are intended to be achieve by the students.

Here, the reseacher also made a percentage form of the data analysis. At first made a percentage of the book relevancy with psychomotor domain. There are 33 materials which include in the psychomotor domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 24 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{24}{33} \times 100 = 72,72 \%$$

The percentage of the relevant materials is 75 %.

2. Partly Relevant Materials

There are 3 materials which are partly relevant with the cognitive domain.

So, the percentage is:

$$\frac{3}{33} \times 100 = 9,09 \%$$

The percentage of the partly relevant materials is 12%.

3. Irrelevant Materials

There are 3 materials which are irrelevant with the cognitive domain. So, the percentage is:

$$\frac{4}{33} \times 100 = 12,12 \%$$

The percentage of the irrelevant materials is 16%.

According to those percentage, researcher concluded that the textbook is categorized **“Fair”** by achieving score 72.72% and relevant with the psychomotor domain and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

c. The Cognitive Domain Level Analysis to Its Relevance to Bloom's Taxonomy

Here is the first result analysis of materials based on theory of Bloom's Taxonomy Level of Cognitive Domain which divided to be six levels to know whether the textbook includes the cognitive domain and relevance to 2013 English Curriculum. The following table is level of Bloom's Taxonomy level in the textbook.

Table. 4.6 Bloom's Taxonomy Level Analysis – Cognitive Domain

Level	Action Verbs	Page	Information
C1. Remember	Repeat	2, 4, 9, 18, 26, 36, 39, 64, 80, 97, 108, 115, 138, 146, 151, 168, 204, 207, 226, 234, 237, 242, 252, 264, 168	The textbook applied Twenty Five (25) action verbs of Cognitive Domain.
	Handwrite (Copy)	5, 13, 22, 25, 29, 32, 36, 40, 42, 43, 49, 52, 60, 63, 70, 74, 83, 84, 85, 88, 95, 100, 113, 114, 117, 118, 130, 132, 134, 139, 140, 149, 150, 153, 157, 159, 161, 164, 171, 172, 174, 181, 184, 187, 190, 192, 195, 201, 206, 210, 211, 213, 219, 222, 228, 231, 240, 244, 254, 256, 259, 267,	The textbook applied Sixty Five (65) action verbs of Cognitive Domain.
	Read	5, 26, 80, 127, 138, 168, 192, 198, 200, 207, 211, 226, 234, 237, 242, 264,	The textbook applied Sixteen (16) action verbs of Cognitive Domain .
	Say again	5, 13, 18, 21, 22, 29, 36, 40, 42, 43, 46, 52, 60, 64, 67, 70, 73, 74, 77, 80, 83, 85, 88, 91, 100, 108, 113, 114, 118, 130, 132, 134, 139, 140, 146, 149, 150, 153, 157, 172, 174, 177, 190, 195, 201, 204, 210, 231, 240, 241, 254, 266	The textbook applied Fifty Two (52) action verbs of Cognitive Domain.
	Spell	5, 13, 21, 29, 36, 40, 42, 43, 46, 52, 60, 64, 67, 70, 73, 74, 77, 80, 83, 85, 88, 91, 100, 108, 113, 118, 130, 134, 139, 140, 146, 149, 150, 153, 157, 159, 161, 164, 172, 174, 177, 190, 195, 201, 204, 210, 231,	The textbook applied Fifty (50) action verbs of Cognitive Domain.

		240, 254, 266	
	Talk	266	The textbook applied only One (1) action verbs of Cognitive Domain.
	Listen	18, 36, 108, 146, 174, 252, 264	The textbook applied Seven (7) action verbs of Cognitive Domain.
	Dictate	36, 146	The textbook applied only Two (2) action verbs of Cognitive Domain.
	Remember	211	The textbook applied only One (1) action verbs of Cognitive Domain.
	Copy	83	The textbook applied only One (1) action verbs of Cognitive Domain.
	List	206	The textbook applied only One (1) action verbs of Cognitive Domain.
C.2 Understand	Discuss	8, 32	The textbook applied only Two (2) action verbs of Cognitive Domain.
	Know	5, 13, 21, 22, 29, 36, 40, 42, 43, 46, 52, 60, 64, 67, 70, 73, 74, 77, 80, 83, 85, 88, 91, 100, 108, 113, 114, 118, 130, 132, 134, 139, 140, 146, 149, 150, 153, 157, 159, 161, 164, 172, 174, 177, 190, 195, 201, 204, 210, 231, 240, 241, 254, 266	The textbook applied Fifty Two (54) action verbs of Cognitive Domain.
	Answer	4, 39	The textbook applied only Two (2) action verbs of Cognitive Domain.
	Ask	4, 39	The textbook applied only Two (2) action verbs of Cognitive Domain.
	Learn	26, 46, 69, 97, 177, 127,	The textbook applied only Six (6) action verbs of Cognitive Domain.
	Underline	29, 36, 84, 88, 108, 146, 206,	The textbook

		210, 228, 244	applied only Ten (10) action verbs of Cognitive Domain.
	Think	40, 42, 43, 134, 42, 43, 52, 134	The textbook applied Eight (8) action verbs of Cognitive Domain.
	Study	64, 85, 90, 101, 184, 185, 231	The textbook applied Seven (7) action verbs of Cognitive Domain.
	Restate	172, 185	The textbook applied only Two (2) action verbs of Cognitive Domain.
C.3 Apply	Use	5, 13, 21, 22, 29, 36, 40, 42, 43, 46, 52, 60, 64, 67, 70, 73, 74, 77, 80, 83, 85, 88, 91, 100, 108, 113, 114, 118, 130, 132, 134, 139, 140, 146, 149, 150, 153, 157, 159, 161, 164, 172, 174, 177, 190, 195, 201, 204, 210, 231, 240, 241, 254, 266	The textbook applied Fifty Two (52) action verbs of Cognitive Domain.
	Practice	64, 67, 73, 85, 105, 142, 192, 200, 216	The textbook applied Nine (9) action verbs of Cognitive Domain.
	Present	25, 42, 87, 91, 94, 173, 222, 241, 267	The textbook applied Nine (9) action verbs of Cognitive Domain.
	Change	121, 132, 150, 219,	The textbook applied Four (4) action verbs of Cognitive Domain.
C.4. Analyse	Identify	60, 63, 130, 201, 256, 259,	The textbook applied Six (6) action verbs of Cognitive Domain.
	Arrange	92, 195, 213,	The textbook applied Three (3) action verbs of Cognitive Domain.
	Look Closely	64, 85, 90, 101, 228, 231, 254,	The textbook applied Seven (7) action verbs of Cognitive Domain.
	Analyse	74, 84, 95, 240, 244,	The textbook applied Five (5) action verbs of

			Cognitive Domain.
	Reflect	126	The textbook applied only One (1) action verbs of Cognitive Domain.
	Pay Attention	157, 171, 211	The textbook applied Three (3) action verbs of Cognitive Domain.
C.5 Evaluate	Correct	216,105	The textbook applied Two (2) action verbs of Cognitive Domain.
C.6 Create	Design	92	The textbook applied only One (1) action verbs of Cognitive Domain.
	Write	248	The textbook applied only One (1) action verbs of Cognitive Domain.
	Describe	222	The textbook applied only One (1) action verbs of Cognitive Domain.

Based on the table above, here are the following elaborations of Bloom's Taxonomy Level which the analysis conducted by analyse the action verbs of cognitive domain that applied in the textbook.

Level *Remember* (C1) has applied 12 Action Verb. These are the action verbs which apply in the textbook as the following: Repeat, Handwrite, Read, Say, Spell, Talk, Listen, Dictate, remember, Copy, and List. The most often action verb used "Handwrite" (Copy) with the number of 65 times mentioned in the textbook. While, the each of action verbs has mentioned, Repeat 25 times, Read 16 times, Say 52 times, Spell 25 times, Talk once, Listen 7 times, Dictate Twice, remember once, Copy once, and List once. This is the *first level* which the *Lower*

Order Thinking Skills which it is focus on skills of recall the background knowledge.

Level *Understand* (C2) has applied 9 Action Verbs. These are the action verbs which apply in the textbook as the following: Discuss, Know, Answer, Ask, Learn, Underline, Think, Study and Restate. The most often action verb used “Know” with the number of 54 times mentioned in the textbook. While, each of action verbs has mentioned, Discuss twice, Answer twice, Ask twice, Learn 6 times, Underline 10 times, Think 8 times, Study 7 times and Restate twice. This is the *second level* which it is focus on skills of understanding and explaining the important information.

Level *Apply* (C3) has applied 4 Action Verbs. These are the action verbs which apply in the textbook as the following: Use, Practice, Present and Change. The most often action verb used “Use” with the number of 52 times mentioned in the textbook. While, each of action verbs has mentioned, Practice 9 times, Present 9 times and Change 4 times. This is the *third level* which it is focus on skills of solving closed-ordered problems.

Level *Analyse* (C4) has applied 5 Action Verbs. These are the action verbs which apply in the textbook as the following: Identify, Arrange, Look Closely, Analyse, Reflect, and Pay Attention. The most often action verb used “Look Closely” with the number of 7 times mentioned in the textbook. While, each of action verbs has mentioned, Identify 6 times, Arrange 3 times, Analyse 5 times, Reflect once and Pay Attention 3 times. This is the *forth level* which it is focus on skills of solving open-ordered problems.

Level *Evaluate* (C5) has applied only 1 Action Verb. The action verb is Correct. This has mentioned twice the the textbook. This is the *fifth level* which it is focus on skills of making critical judgements based on a sound knowledge base.

Level *Create* (C6) has applied 3 Action Verbs. These are the action verbs which apply in the textbook as the following: Design, Write, and Describe. Each of action verbs has mentioned once. This is the *sixth level* which is *Higher Order Thinking Skills*. It is focus on skills of creating “unique” answers to problems.

d. The Psychomotor Domain Level Analysis to Its Relevance to Bloom’s Taxonomy

Here is the second result analysis of materials based on theory of Bloom’s Taxonomy Level of Psychomotor Domain which divided to be seven levels to know whether the textbook includes the psychomotor domain and relevance to 2013 English Curriculum. The following table is level of Bloom’s Taxonomy level in the textbook.

Table. 4.7 Bloom’s Taxonomy Level Analysis– Psychomotor Domain

Level	Action Verbs	Page	Inform
P1. Perception	Identify	60, 63, 130, 201, 256, 259	The textbook applied Six (6) action verbs of Cognitive Domain
P.2 Set	Practice	64, 67, 73, 85, 105, 142, 192, 200, 216,	The textbook applied Nine (9) action verbs of Cognitive Domain
	Play role	2, 5, 9, 22, 30, 43, 52, 108, 115, 147, 151	The textbook applied Eleven (11) action verbs of Cognitive Domain
	Arrange	92, 195, 213	The textbook applied Three (3) action verbs of Cognitive Domain
P.3 Guided Response	Repeat	2, 4, 9, 18, 26, 36, 39, 64, 80, 97, 108, 115, 138, 146, 151, 168, 204, 207, 226, 234, 237, 242, 252, 264, 168	The textbook applied Twenty Five (25) action verbs of Cognitive Domain

	Work	5, 29, 40, 43, 49, 52, 60, 73, 83, 84, 87, 88, 90,	The textbook applied Thirteen (13) action verbs of Cognitive Domain
P.4. Mechanism	Complete	171, 88, 40, 55, 96, 113, 117, 118, 126, 149, 156, 171, 174, 181, 183, 184, 187, 197, 210, 211	The textbook applied Twenty (20) action verbs of Cognitive Domain
	Fill	140, 114	The textbook applied Two (2) action verbs of Cognitive Domain
P.5 Complex or Overt	Present	25, 42, 87, 91, 94, 173, 222, 241, 267	The textbook applied Nine (9) action verbs of Cognitive Domain
P.6 Adaption	Change	121, 132, 150, 219,	The textbook applied Four (4) action verbs of Cognitive Domain
P.7 Origination	Design	92	The textbook applied only One (1) action verbs of Cognitive Domain

Some action verbs in Cognitive Domain also used as action verbs of Psychomotor Domain. Those action verbs reflect to each level in psychomotor domain. Here are the research finding elaboration based on table.

Level *Perception* (P1) has applied 1 Action Verb. The action verb is *Identify*. This has mentioned twice the the textbook. This is the *first level* which it is focus on skills of uses senses organs to obtain to guide action.

Level *Set* (P2) has applied 3 Action Verbs. These are the action verbs which apply in the textbook as the following: Practice, Play Role, and Arrange. The most often action verb used “Role Play” with the number of 11 times mentioned in the textbook. While, the each of action verbs has mentioned, Practice 9 times, and Arrange 3 times. This is the *second level* which it is focus on skills of Readiness to take action which includes mental, physical and emotional set.

Level *Guided Response* (P3) has applied 2 Action Verb. These are the action verbs which apply in the textbook as the following: Repeat, Follow and Work. The most often action verb used “Repeat” with the number of 25 times mentioned in the textbook. While, the another of action verb has mentioned, Work 13 times. This is the *third level* which it is focus on skills of knowledge of the steps required to perform a task which includes imitation and trial and error.

Level *Mechanism* (P4) has applied 2 Action Verbs. These are the action verbs which apply in the textbook as the following: Complete and Fill. The most often action verb used “Complete” with the number of 20 times mentioned in the textbook. While, Action verb “Fill” has mentioned twice. This is the *forth level* which it is focus on skill of performs tasks in a habitual manner with a degree of confidence and proficiency.

Level *Complex overt response* (P5) has applied 1 Action Verb. The action verb is *Present*. This has mentioned twice the the textbook. This is the *fifth level* which it is focus on skills of perfomance of motor acts involving complex patterns of movement.

Level *Adaption* (P6) has applied 1 Action Verb. The action verb is *Change*. This has mentioned twice the the textbook. This is the *Sixth level* which it is focus on skills of modifies movement patterns to account for problematic or new situations

Level *Origination* (P7) has applied 1 Action Verb. The action verb is *Design*. This has mentioned twice the the textbook. This is the *Seventh level* which it is

focus on skills of creating news movement patterns to account for problematic or news situations, create new tasks that incorporate learned ones.

C. Discussion

This part of the study is aimed to discuss the result of the study that has been collected from the textbook and basic competences using field notes. In addition, as it is explained in the previous chapter. The discussion is focusing on the relevance of the 2013 English basic competences to the materials in the textbook and describe how it is represented both, the basic competences and the textbook. The discussion is divided into two major points. The first is the conformity of the basic competences in the textbook to the basic competences in the syllabus of English curriculum 2013. This is conducted to figure out whether all of the basic competences in the textbook are conforming to the basic competences in the syllabus or not. The second is the conformity of the basic competences in the syllabus to the materials in the textbook. This is done to figure out what and how the materials in the textbook are conforming to the basic competences in the syllabus of English curriculum 2013.

Due to focus on the relevance of the materials, the results of analysis based on the research findings that researcher can conclude is the most of all material in this student English textbook are still quite relevance to basic competence curriculum 2013 in term of cognitive and psychomotor aspect. According to the tables presented in the chapter four, the third basic competences which objectives emphasize on cognitive domain are quite relevant with the 2013 English Standard Competence. There are fifteen tables for the third basic competences. There are

eighteen tables which show the materials are relevant with the basic competences, these materials could fulfil objectives of the main topics, language features, and social functions stated. There are three tables which show the materials partly relevant with the basic competences, these materials could only fulfil one objective or two objectives stated. There are four tables that show the materials are not relevant with the competences stated, these materials cannot fulfil all of the objectives.

The forth basic competences which objectives emphasize on psychomotor domain are also quite relevant with the 2013 English Standard Competence. There are seventeen tables for the fourth basic competences. There are twenty four tables which show the materials are relevant with the basic competences, these materials could fulfil all of the indicators. There are three tables which show the materials partly relevant with the basic competences, these materials occur in the textbook but cannot fulfil the indicators stated. There are four tables that shows the materials are not relevant with the basic competences stated in the 2013 curriculum, these materials do not occur in the textbook.

According to the elaboration above, the materials in this textbook are enough relevant with 2013 curriculum, especially with the cognitive and the psychomotor aspects which achieved category “**Fair**” in the conformity of the relevance materials. There are more materials which relevant with the Basic Competence in 2013 Curriculum and suitable to be used in order to help the teaching learning process in the classroom.

Futhermore, this research also has conducted analysis which related to the theory of bloom's taxonomy. The researcher elaborated the analysis by analysed the level of each domain, especially cognitive and psychomotor. The analysis focus on action verbs of each domain which reflected the theirs level.

First, It is cognitive domain levels. According to table 4.6 as research findings shown that the most level that often discovered in the textbook is Level Remember as C1 as the *Lower Order Thinking Order*. Level C1 with the number of action verbs used 12. While, Level C2 has 9 action verbs. Level C3 has 4 action verbs. Level C4 has action verbs. Level C5 has1 action verb. Level C6 has 3 action verbs. This can be concluded that the more higher level, more less the action verbs of Cognitive Domain used in the textbook.

Last, according to table according to table 4.7 as research findings shown that the most of all levels that discovered in the textbook has less action verbs of Psychomotor Domain. Level P1 has 1 action verb. Level P2 has 3 action verb. Level P3 has 2 action verbs. Level P4 has 2 action verbs. Level P5 has 1 action verb. Level P6 has 1 action verb. Level P7 has 1 action verb. This can be concluded that the action verb of psychmotor domain is less used by the textbook than action verbs of cognitive domain.

Briefly, It is known that the relevancy materials of 2013 English Curriculum based on the level thinking order in Bloom's Taxonomy which applied in 2013 Curriculum to the Textbook has the lowest of level and not required all level within in each aspect especially cognitive and psychomotor domain. So, this will impact the activity in teaching learning because most of the

level has rare action verbs as the instructions of doing the teaching learning materials of the textbook.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter would mainly present the conclusion and the suggestions of the thesis. The analysis in the previous chapter will be concluded and finally the writer will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially teachers in choosing English textbook applied in the school.

A. Conclusion

After analyzing the data of materials of the textbook entitled “Think Globally Act locally” for ninth grade junior high school published by the Ministry of Education and Culture of Indonesia. The researcher found the conformity of the relevance material based on basic competence curriculum in terms of cognitive and psychomotor domain.

1. In terms of the relevance of the materials in the English student book “Think Globally Act Locally” with the main and basic competence three materials written in the English lesson syllabus for ninth graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Cognitive Domain action verbs stated in Anderson, et. al (2001, p.67), there are 25 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 12 %, and 3 materials which are irrelevant or

about 16%. According to those findings, the researcher concluded that the textbook is categorized “**Fair**” by achieving score 72 % and relevant with the psychomotor domain and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

2. In terms of the relevance of the materials in the English student book “Think Globally Act Locally” with the main and basic competence four materials written in the English lesson syllabus for ninth graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Psychomotor Domain action verbs stated in Anderson and Simpson in Sitepu (2012, p.96), there are 18 materials in the book which are relevant or about 72.72 %, 3 materials which are partly relevant or about 9.09%, and 4 materials which are irrelevant or about 12.12 %. According to those findings, the researcher concluded that the textbook is categorized “**Fair**” by achieving score 72.72% and relevant with the psychomotor domain and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students. The researcher concluded that both cognitive and psychomotor almost has the same conformity category of relevance materials because

these domain are connected each other. The cognitive is as core of the learning which impact other domain especially psychomotor domain.

3. Analysis of Bloom's Taxonomy Level which apply in the textbook has some research findings. *First*, it is shown that the most Bloom's Taxonomy level of cognitive domain often discovered in the textbook is Level Remember as C1 as the *Lower Order Thinking Order*. It is concluded that the more higher level, more less the action verbs of Cognitive Domain used in the textbook. *Second*, research findings shown that the most of all levels that discovered in the textbook has less action verbs of Psychomotor Domain. It means that both the activity of Cognitive and Psychomotor Domain are less its relevance to as two of three aspects of 2013 curriculum in the textbook because most of materials in the textbook not required the level analysis in Bloom's Taxonomy which as applied as the theory of teaching and learning 2013 curriculum.

B. Suggestion

Finally, the researcher hopes this study will be useful for the readers. Therefore, based on the findings at the previous chapter, it is necessary to give some valuable suggestions for the the author, researcher and the next researchers also. The suggestion is order to improve the quality of English textbook course in the next year.

1. Suggestion for the Authors

The author of this book should develop and improve the written materials in the book both in terms of cognitive and psychomotor domains because the

materials in the book just have 72 % relevancy with the Bloom's Taxonomy Cognitive Domain and Basic Competence Three of the English lesson syllabus and 72.72 % relevancy with the Bloom's taxonomy Psychomotor Domain Basic Competence Four of the English lesson syllabus. However, those percentage shows that the book did cover enough materials which can help the students to achieve the required English ability as the Ninth Graders of Junior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid if the students will fail in their study. So, the researcher suggests the writer of the book to improve and develop the materials written in this book as soon as possible.

2. Suggestion for the Students and Teachers

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. In the 2013 Curriculum, the main source of the materials is the student book published by the Ministry of Education and Culture of Indonesia. The researcher suggests that if the book users which it is students who use this book as their main source or learning, they should have a complement source of learning in order to get the complete explanation of the materials. As a teacher it will be better to find other textbook or find addition or supplementary textbook which is appropriate for ninth graders students of junior high school.

3. Suggestion for the Next Researcher

The researcher knows that this study is not complete enough to cover the relevance materials in terms of the cognitive and psychomotor domain. Therefore, the researcher hopes for the next researcher:

- a. Try to find another method and instrument in research develop the result research.
- b. Add “Affective Domain” in Basic Competence 1 and 2 as next subject of the study .
- c. Do researches to analyse Teachers English Textbook entitled “Think Globally Act Locally” for Ninth Graders of Junior High School as a supplementary textbook of Student English Textbook which analysed by the researcher.

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